

## 5.8 - Clam Survey

### Section 1: For the Teacher

This is one of seven field inquiry activities that students will be able to access depending on their field site(s). Students will use their outside environment to complete these activities. These activities are designed to allow students to have hands-on experiences with their local environment.

In this activity, students will be conducting a local clam survey with Whatcom Marine Resources Committee members. If the MRC members aren't available, this can be done with the class. The clam surveys will help determine the health of clam populations. Students will learn how the surveys can also help estimate the health of clam populations over time.

### Section 2: For the Student

Your fifth grader brains are an important source of knowledge! You all have spent time learning about your local watersheds, shellfish, and ocean acidification. You're not done learning though! You will be doing activities outside. Doesn't that sound so interesting?!

There are seven field inquiry activities: Low Tide Food Web Hunt, Who Lives in the Square?, Field Notes, Beachfront Scavenger Hunt, Water Quality, and Macroinvertebrates. All of these activities will be done outside and results will be recorded in your GSSC Notebook.

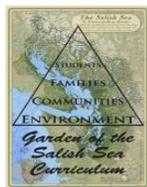
In this activity, you will be conducting a local clam survey with Whatcom Marine Resources Committee members. If the MRC members aren't available, this can be done with the class. The clam surveys will help determine the health of clam populations. You will learn how the surveys can also help estimate the health of clam populations over time.

What did you learn from this activity? How did this activity influence your position as a steward of the environment? These inquiry activities were created to help you have more hands-on experiences. These hands-on experiences should inspire you to go home and explore your local environment in your background, and maybe travel to new places and explore them!

Don't forget you are a life-long steward of the environment! Continue to practice environmentally-friendly actions so you and your friends and family can enjoy the environment in the future. You have learned so much information, which hopefully has inspired you to pass this information onto others.

### Questions:

- What did you learn from this activity?
  - How did this activity influence your position as a steward of the environment?
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## Quick Look Lesson Chart

<b>LESSON NAME</b>	Clam Survey		
<b>ESSENTIAL QUESTION</b>	How can scientists predict the health of clam populations?		
<b>KEY CONCEPTS</b>	<b>STUDENTS WILL ALSO LEARN</b>	<b>SCIENCE INQUIRY</b>	<b>SCIENCE VOCABULARY</b>
Health of clam populations can be estimated and followed over time.  MRC clam survey protocols are taught.		Students conduct a local clam survey with Whatcom MRC members or a simpler version with the class.	
	<b>STANDARDS</b>		
	<u>COMMON CORE STATE STANDARDS:</u> CCSS.ELA-LITERACY.W.5.8		<b>ASSESSMENTS</b>  - GSSC Notebook pg 40

### Lesson: Field Inquiry Activity (clam survey)

Guiding Question:

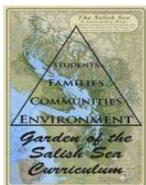
- How can scientists predict the health of clam populations?

Key Concepts

- Health of clam populations can be estimated and followed over time.
- MRC clam survey protocols are taught.

Standards

Common Core State Standards	CCSS.ELA-LITERACY.W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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Setting: Outside

Time:

Materials

- GSSC notebook

Vocabulary

Procedure

- Explain the activity.
- Discuss the vocabulary terms and the tools that will be used.
- Prepare for outdoors weather.
- Go outside and do the activity.
- After the activity, present the “Clam Survey Distribution 2004-2015” graph. What is this graph showing?
- Complete pg 52 in the GSSC notebook together or individually

Assessment

- GSSC notebook pg 52

